Partnership Building Resources for Watershed Coordinators

Handouts

Who Does That
The First Year in the Watershed
Wanted: Perfect Coordinator
NRCS Social Sciences Institute [set of fact sheets]
Contacting Regional Watershed Conservationists

Brochures (These are on the table in the back for your review)

Know Your Watershed series: from CTIC. Can be ordered or downloaded from www.ctic.purdue.edu/KYW/. Clear, easy-to-read general information for watershed groups.

> *Topics:* Building Local Partnerships, Getting to Know Your Watershed, Leading & Communicating, Managing Conflict, Putting Together a Watershed Plan, Reflecting on Lakes, Wetlands a Key Link, Groundwater & Surface Water: Understanding the Interaction

Books (These are on the table in the back for your review)

Starting Up: A handbook for new river and watershed organizations Everything from choosing a name for the group to getting tax exempt status. A nuts-&-bolts binder full of good stuff. River Network publications, www.rivernetwork.org, $40. [If your group joins the River Network, there's a 20% discount on everything they sell.]

River Talk! Communicating a watershed message Marketing how-to with good info on analyzing your audience, also lots of case study examples. River Network, $15

How to Save a River: A handbook for citizen action Detailed study of the process of watershed activism, what works, what doesn't. River Network, $18.

River Monitoring Study Design Workbook *Riverwatch* companion publication about how to set up a monitoring program. Has a good section on selecting monitoring sites. River Network, $10.

Testing the Waters: Chemical & Physical Vital Signs of a River Water quality monitoring manual designed to work with the Riverwatch program. Very thorough, and suited to a non-technical audience. River Network, $25.

Watershed Action Guide How-to for developing a watershed plan. Published by IDEM Watershed management Section. Call 317-232-0019 or download from website (see below)

Getting in Step One of the best guides on outreach. Source: Council of State Governments, can be ordered from their website.

Bridge Builder: A guide for watershed partnerships; facilitator's handbook. CTIC. Loose-leaf format. Exercises for group-forming; decision-making & prioritization exercise; tips and tricks.

Effective Watershed Management for Surface Water Supplies American Water Works Association, 303-794-7711. Compilation of studies on protecting drinking water supplies.

The Practice of Watershed Protection Primarily addresses urbanization; very thorough. Center for Watershed Protection, 410-461-8323

Websites

www.state.in.us/idem/owm/planbr/wsm/index.html *[IDEM Watershed Management Section; get grant applications, instructions, publications, and* ***links to many other useful sites****.]*

www.epa.gov/owow/watershed/wacademy/acad2000/modules.html *[links to* ***training modules****; can be studied on line; for all aspects of watershed planning. Can also be downloaded for later reading. There is something here for everyone! Next best thing to going back to school. Check it out!]*

http://www.epa.gov/OWOW/tmdl/states/in.html *[Map and list of impaired 303(d) listed waters in Indiana and information on the TMDL program.]*

Who Does That? A Guide to the Alphabet Soup Agencies and organizations that can assist with watershed protection and restoration							
	NRCS	**IDNR**	**IDEM**	**CES**	**IASWCD**	**SWCDs**	**EPA**
	Natural Resources Conservation Service ~ USDA	**Indiana Department of Natural Resources**	**Indiana Department of Environment al Management**	**Cooperative Extension Service ~ Purdue**	**Indiana Association of Soil & Water Conservation Districts**	**Soil & Water Conservation Districts**	**US Environment al Protection Agency**
Authority	Farm Bill, Federal conservation legislation, link with SWCDs.	State legislation, relationship with SWCDs	Clean Water Act, State legislation, rules and standards, delegations from USEPA	Land Grant University legislation, USDA program support	Federal and State legislation	State legislation	Clean Water Act
Who they serve	Private landowners, local and state government, SWCDs, partner agencies	Private landowners, local and state government, partner agencies	Citizens of Indiana	Local government, landowners, residents, partner agencies	SWCDs	Landowners and citizens in their county	Congress, the States
What they do	Provide technical and financial assistance to landowners and local government to conserve natural						

	resources						
How they are funded	US Dept. of Agriculture appropriations bill; Commodity Credit Corporation funds	State funds, fees, and revenue diversions	State funds, Clean Water Act funding, permit fees and fines	Federal, state, and local funds; grants	Dues from SWCDs	State funds; local county budgets; grants	Congressional appropriation
Structure	Workteam or county field offices; state and regional offices; research and development institutes; plant materials centers; HQ at USDA	County field offices; state office	Three regional offices and state office	County offices and Purdue University (West Lafayette and satellites)	Office in Indianapolis	County offices	HQ and 10 regional offices
Accountability	To Congress	To Indiana State Legislature	To Indiana State Legislature and USEPA	To Purdue University and county officials	To SWCDs	To landowners in the county and county government	To Congress
Expertise							
Products & Services							
Contacts							

The First Year in the Watershed

Some activities that newly formed watershed groups can do to get up and running

- Rapid Resource Appraisal
- Streamwalk
- Canoe trip
- Visioning
- Coordinated Resource Management workshop
- Community listening
- Watershed inventory
- Lists: lists of landowners, stakeholders, possible sponsors, volunteer skills, financial and technical resources, businesses, civic organizations, etc. etc.

Some of these activities will take considerable organizing and involve large groups of people, and some can be done by just a few people with little preparation. They are presented in no particular order.

RAPID RESOURCE APPRAISAL

Set of activities for locally led committees to learn about their watershed and begin to make decisions in just a few days. Would involve a group and technical assistance personnel would need to coordinate and assist. See fact sheet.

STREAMWALK

Volunteers learn how to evaluate the physical characteristics of the river, learn about the way a river functions, and just have fun! During summer months, volunteers work in teams using survey sheets to gather resource information on 1 to 2 mile segments of the stream. The information is gathered on each segment by walking along the river bank, with waders in the stream, or by canoe, depending on the site.

Visual observations are noted on the stream survey sheets, including such things as percent tree cover, average width of the riparian zone and the type of streambank vegetation, type of substrate material and average water depth, and average stream width. Volunteers will also be noting impaired sites (such as dams or impoundments, sites with erosion or sedimentation, or algae blooms.)

Data from survey sheets is mapped and compiled to form a visual assessment of concerns along the river. For a training manual and copies of the survey sheets, go to http://neirtnt.ct.nrcs.usda.gov/ctthames/stream.htm. This activity would require a coordinator to be designated, and could continue over a period of several months, or be completed in a weekend, depending on the characteristics of the watershed.

CANOE TRIP

If the streams in your watershed are deep enough, a canoe trip can be a great way to raise community awareness. Many people already have or know someone who has a canoe, or a canoe rental firm may cut you a great deal for the public relations value. Get a sponsor to provide lunch, invite the media, and make sure to get lots of pictures. Schedule education stops along the way to give brief talks on conservation practices, streambank erosion, livestock production issues, or wildlife habitat. Requires some organization and good knowledge of the watershed.

VISIONING

Wanted: Perfect Watershed Coordinator*

Job Description:
Work with the _____ River/Creek/Lake [board/steering committee/conservancy] to:

- Execute the decisions of the _____ River/Creek/Lake Steering Committee
- Engage stakeholders in the watershed and develop committed support for watershed protection and restoration from landowners, local government, state and federal agencies and local community organizations
- Coordinate inventory, monitoring, and assessment activities
- Coordinate the development of a watershed plan, and produce the plan document
- Coordinate the implementation of the plan
- Plan and orchestrate workshops, field days, tours, canoe trips, clean-ups
- Write/create newspaper articles, newsletters, brochures, presentations, exhibits
- Write grant proposals and seek in-kind and cash support; fill out forms, file reports, and balance the budget

Skills and Abilities:

- Leadership (but gently, and sometimes invisibly)
- Must be <u>very</u> well organized
- Excellent verbal and written communication skills
- Able to talk with equal ease to the mayor, the pork producers, the bass fisherman, the lake association, the County Council, and the little old lady who is convinced the government poisoned her cat.
- Already knows or can quickly learn GIS, and comfortable with Word, Excel, Access, etc.
- Able to run meetings that are so productive and enjoyable, people can't wait to come back
- Able to multi-mega-task, type while on the phone, and drive while eating
- MUST be patient, energetic, cheerful, patient, dedicated, upbeat, and patient!!!

Requirements:

- Degree in natural resources, agriculture, watershed management, or related fields
- ______ years of field experience in watershed planning/coordination
- Working knowledge of [agriculture/limnology/hydrology/aquatic biology/nonpoint source pollution/habitat restoration/facilitation/conflict resolution etc]
- Work space will be provided. Applicant must provide their own transportation and will be reimbursed for mileage. Some training will be provided.

Compensation:

- Annual salary/contract range $22,000 to $40,000 based on experience and responsibilities
- Hours unpredictable and way too long; frustration level beyond belief
- All the fast food, donuts, and Pepsi you can stand
- Meeting really wonderful people, and learning more than you thought your brain could hold
- Incredible satisfaction of seeing the community achieve something they didn't know they could do
- Actually making your corner of the world a better place

**All of this description is serious; however, while reading , prepare to occasionally insert tongue in cheek.*

Contact the Watershed Planning Team

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WATERSHED PLANNING TEAM

Assistance for local watershed groups

INDIANA'S WATERSHED PLANNING TEAM

The Watershed Planning Team provides technical assistance and information to local groups in Indiana to enable them to use watershed planning for targeted resource conservation.

- Helps groups to develop watershed management plans
- Provides training to watershed coordinators, SWCD boards, steering committees, field office personnel, and stakeholders on watershed planning processes
- Provides tools for inventory and assessment of watersheds
- Puts groups in touch with people who have existing data and can help them set up a monitoring program
- Helps groups to apply for grants and other financial assistance
- Facilitates stakeholder and board meetings to help the group reach consensus

OTHER PLANNING RESOURCES

The Watershed Planning Team can put your group in touch with resources such as land use experts at Purdue University and Ball State University, aquatic biologists at the Indiana Department of Natural Resources, soil scientists and engineers at the Natural Resources Conservation Service, and water quality experts at the Indiana Department of Environmental Management. Our ever-expanding network of professional contacts can help build your group's capacity and open up new possibilities.

CHECK THESE OUT!

These publications are all available on the Nonpoint Source Program website at www.state.in.us/idem/owm/planbr/wsm/index.html. Hardcopies may be obtained by calling 317-232-0019.

- ***Watershed Action Guide for Indiana***, a handbook to assist local groups in developing a watershed plan.
- ***Section 319 Grants Guidance Document: The Care and Feeding of a 319 Grant.***
- **The Unified Watershed Assessment** is now updated to prioritize the 361 11-digit watersheds in Indiana. For the complete 2000-2001 Unified Watershed Assessment CD, which includes a priority area map, text and tables, map images, and GIS coverages, please contact: Susan McLoud, 317/232-0019 smcloud@dem.state.in.us or Wes Stone, 317/233-6299 wstone@dem.state.in.us.
- **Watershed Restoration Action Strategies** for 11 river basins in the state, including the Upper White River, Kankakee, Wildcat, Eel-Big Walnut, Patoka, Highland-Pigeon, Middle-Ohio Laughery, Lower White, St Marys, St Joseph-Lake Michigan, and Iroquois. Strategies include a wealth of information about the watershed, contacts for stakeholder groups, monitoring data, and general recommendations for restoration.

MORE GOOD STUFF

Other great sources for watershed planning or grant information:

- IDNR Lake and River Enhancement Program: www.state.in.us/dnr/soilcons/index.htm
- Natural Resources Conservation Service: www.in.usda.gov
- On-line watershed training: www.epa.gov/owow/watershed/wacademy and www.ag.ohio-state.edu/~waternet/owa.html

People, Partnerships, and Communities

The purpose of the People, Partnership, and Communities series is to assist The Conservation Partnership to build capacity by transferring information about social science related topics.

USDA Natural Resources Conservation Service

Social Sciences Institute

Locations:

North Carolina A&T State University

Ft. Collins, Colorado

Grand Rapids, Michigan

Royersford, Pennsylvania

University of Arizona

University of Wisconsin

Focus Groups

This issue of People, Partnerships, and Communities contains information on focus groups. It includes the "who, what, when, where, and how" the Conservation Partnership can use focus groups at the field level.

Why are focus groups used?

Focus groups can be used to identify opinions, impressions, and perceptions of a small group of people on one or more topics in a relatively short period of time. Focus groups have been used in the past to have people react to new products, television shows, advertisements and even presidential debates.

When do you use them?

Focus groups can gather specific information from community residents who represent themselves or organizations. They can be used to gather distinct information about a topic of interest.

Focus groups are especially useful at the beginning of a process. One or more focus groups can be used to cover a number of themes or issues. Examples include identifying priority issues, developing new outreach methods, and watershed planning.

How do you do it?

You can conduct one or more focus groups that cover a single issue or multiple issues. Focus groups have typical formats that include size, length of time, structure, and composition of the group.

Size: 8 to 10 participants

Length of Time: 1-1/2 to 2 hours

Structure:

- Follow a prepared agenda to keep dicussions on track.
- Use a skilled facilitator to lead the group.
- The facilitator encourages members of the group to talk freely and spontaneously.
- As new topics emerge from the group, the facilitator can urge the group to provide additional insights.
- The facilitator or an appointed person summarizes the meeting in writing.

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Checklist:

- ❒ recruit participants
- ❒ prepare questions
- ❒ select skilled facilitator
- ❒ arrange for facility and tape recorder
- ❒ ensure full participation
- ❒ analyze results
- ❒ write up results

Where can I find more information?

Information Gathering Techniques Guidebook, 1994, National Association of Conservation Districts, League City, Texas, (1-800-825-5547)

Resource Book: Conducting Small Group & Focus Group Meetings, July 1996, Social Sciences Institute, (1-616-456-2247)

Focus Group Theory and Practice, Applied Social Research Methods Series, Volume 20, David Stewart and Prem Shamdasani, 1990, Newbury Park, CA: Sage Publications

NRCS, Social Sciences Institute Home Page — http://people.nrcs.wisc.edu/SocSciInstitute

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(How do you do it ? continued from page 1...)

Composition of the Group; select participants who:

- are typical of the target audience
- are new to focus groups which allows for more spontaneity
- are unfamiliar with the agenda before the session so they do not form positions in advance
- do not know one another so they are not previously influenced (this is not always possible)
- select individuals who have similar characteristics as they are likely to speak more freely
- You may want to run more than one focus group

Duties of the Facilitator

- guide the discussion
- follow the agenda
- remind participants there are no right or wrong answers
- avoid aggressive or personal attacks among the participants
- ensure everyone participates and no one dominates

Advantages of Focus Groups

- does not require a great amount of time
- promotes creativity
- can be used in a variety of settings
- easy to evaluate results
- allows follow up
- involve different groups

Disadvantages of Focus Groups

- limited number of responses
- responses may be biased
- importance of some responses may be overvalued or undervalued
- some responses are difficult to analyze
- difficulty in selecting participants who represent an entire organization

Social Science is the scientific study of human behavior. It helps us better understand the forces that affect us in social situations. A range of social science topics includes culture, social interaction, communications, groups and organizations, the economy, and social change.

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Designing Surveys for Conservation Activities

What are surveys useful for?

Surveys are used to gather individual responses to questions about attitudes, beliefs, intentions, and behaviors. If you use proper sampling techniques, surveys can represent all people in a community, county, state, or nation. This sheet gives you an overview of what it takes to select and manage appropriate survey formats. While this sheet does not provide the nuts and bolts of survey design, it does provide enough information for you to work intelligently with a local expert in survey design and implementation.

Who can use this survey information?

Conservation Districts can freely survey people in their states or district, while NRCS personnel, as Federal employees, can provide technical assistance to Districts to help develop and analyze surveys. Federal agencies are not permitted to conduct surveys unless the survey's questions are pre-approved by USDA in Washington, D.C. Policies and laws governing the approval for state conservation agencies to conduct surveys are different for each state.

When should you consider using a survey?

You can use surveys when you want to gather information from the public at large or specific sub-populations. After gathering and analyzing the information, you can apply the results in any number of ways including developing outreach strategies for locally led conservation planning, evaluating programs, summarizing the views of the surveyed population to leaders, providing feedback to the target population, and so on.

How are surveys conducted?

The most commonly used survey methods are: person-to-person interviews, drop-off and pick-up questionnaires, mail questionnaires, telephone surveys, and computer assisted telephone interviews (CATI). Although surveys are now very common and you see results reported daily in newspapers or in media news reports, they are difficult to develop and implement correctly. You need special training to properly use surveys. *The following are some general considerations to keep in mind when you are designing or working with someone to design a survey.*

Reason for the survey There are many reasons for conducting surveys including: improving outreach, assessing program impacts, evaluating program effectiveness, measuring customer satisfaction, assessing attitudes and intentions, increasing program support and funding, and discovering people's past behaviors in the use of conservation. Most surveys are developed for a combination of reasons.

Desired Response rate You can get response rates between 60 and 90 percent through face-to-face personal interviews and telephone surveys. These are high response rates because people tend to respond when contacted directly by another person. Another reason is adult illiteracy in the United States is estimated to be about 20 percent and these techniques do not require respondents to be able to read or write. Expect about a 20 percent response rate or lower if you send a mail survey once without any incentives like coupons or prizes. Response rates increase with incentives. Higher response rates of approximately 40-70 percent for mail surveys can be achieved if you take the following steps: (1) send the initial survey with a stamped return envelop; (then, at 3 week intervals) (2) send a post card reminder to non-respondents; (3) send another survey with return envelop; and, (4) send a certified letter containing the survey with return envelop. These mailings increase response rates, but they also add to the cost. Expect to receive a few complaints about sending a certified letter.

Cost Shop around. There is a surprisingly wide range of cost charged for conducting surveys, but often you can receive a similar high quality product no matter what you pay. Major cost factors are the sample size and the type of survey. Universities, private consultants, graduate students, survey research centers can all conduct valid surveys.

Time of survey, from start to finish There is great variability for the time it takes to get surveys results. CATI surveys usually take the least time from start to results; face-to-face surveys take the most time because the interviewer has to travel to each interview site; and mail surveys are in the middle. The time also varies based on the analyst's hardware and software.

Length of survey Social scientists know through experience that the shorter the survey the more likely people will respond. Ask only necessary questions, not those that are "nice to know".

Piloting the survey Piloting a survey at least once is absolutely necessary. Send a draft to a small select group to obtain their assessment of the survey's clarity and applicability. Changing the survey according to their suggestions increases the likelihood that the sample will understand the meaning of the questions.

Content of the questions If you are not totally knowledgeable about the topic, you should conduct a focus group session or interview with those who are knowledgeable to determine the questions.

Background questions MOST (not all) people are willing to provide personal information on a survey as long as they know the information will be treated CONFIDENTIALLY. Asking for background information seems more unsettling to the people who sponsor surveys than to those filling it out. Without asking for the respondent's age, income, education, race and ethnicity (for example), the survey cannot be used to target information and services to the respondents.

Format of questions

Open Ended Questions: It is relatively easy to put this type of questionnaire together but it takes a long time to evaluate the responses because you have to categorize and code each response to each question. (e.g., Why do you apply conservation systems?)

Forced-Choice Question: Use when you know a high percentage of the possible responses; use an "other ________" category to capture atypical responses. (e.g., Check the major reason why you apply conservation systems: economics, stewardship, tradition, etc.)

Likert Scale: This type of scale has multiple possible responses such as a scale that ranges from "1", strongly agree, to "7", strongly disagree. A typical scale has 5-7 possible responses, but any number of responses can be offered. A Likert Scale provides more information than asking a simple "yes-no" question.

Sampling

A representative survey is based on the assumption that a small number of people usually respond much the same as would a larger number of people. The small number of people is called a sample. There are many different types of samples, but for the most part, the key is that each person in a general population (e.g., all farmers) or a sub-population (all wheat farmers) has an equal chance of being selected for the sample. The number of people you pick for a sample is based on statistical inference and is a percentage of the total population of the group. Sampling is an inexpensive way of representing ALL people in a target population.

Population Size	Sample Size
400	200
1500	316
10,000	385
500,000	800
over 1,000,000	1100

***The samples in this table have a (+ or -) 5 percent margin of error. This means that if 60 percent of a sample answered "yes" to a question then you are 95 percent confident that between 55 and 65 percent of the total population would give this same answer.**

Advantages of Surveys

- Both questions and techniques can be flexible
- Inexpensive
- All decision makers can be surveyed
- Serves as a record of opinions and knowledge
- Quick analysis

Disadvantages of Surveys

- Badly designed surveys yield inaccurate results
- Requires time and expertise
- Questions may not get at underlying reasons
- Some people do not like surveys
- Invades people's privacy

Where can you get more information?

Mail and Telephone Surveys: The Total Design Method. Don A. Dillman, New York, New York: John Wiley and Sons, 1978.

Guidebook: Information Gathering Techniques. National Association of Conservation Districts, National Association of State Conservation Agencies, USDA Natural Resource Conservation Service, 1994.

How to Conduct Self-Administered and Mail Surveys. Linda Bourque and Eve Fielder, The Survey Kit, Volume 3, Sage Publications: Thousand Oaks.

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Royersford, Pennsylvania

University of Arizona

Charleston, South Carolina

University of Wisconsin

Requesting and Preparing for a Meeting with a Community Leader

Meetings generally are held to achieve a purpose or goal. The success or failure of a meeting depends on whether you achieve the objectives you had hoped to complete. Thus, because your objectives are usually different, you cannot set up a meeting the same way every time.

Why should you use this information?

The success of your meeting and the future of your relationship with the community leader could depend on how you request the meeting, how well you prepare for it, and how well you succeed in having the meeting benefit both the leader and yourself.

Who should use this information?

Anyone who plans to schedule or attend a meeting with a community leader can benefit. People who want to build relationships with a community leader of an association, organization, or group will find this information useful.

Community organizations

Community leaders include, among others, elected and appointed officials and formal and informal figures of community organizations. There are many different kinds of community organizations. Some are very formal groups with paid members and elected officers and perhaps paid staff. Other organizations may be informal groups with no paid members, officers, or staff. Titles may also vary. The president of one organization may be a volunteer, but in another organization the president could be a paid staff member. Community leaders often belong to multiple associations that range from formal and officious to informal and familiar.

How do you request a meeting?

Before you actually request or schedule a meeting, you should research the organizations and groups that the leader is associated with. You should know the size of the organizations, their priorities and key issues. Also, if the leader is elected, find out the length of their term of office. Finally, you should attempt to get some information about the leader's personal style. People have different styles of communicating and while one person may immediately want to discuss business, another may expect to start with social conversation such as the weather, crops, sports, etc. If you are unable to gather this kind of information about the person prior to the meeting, your best course is to follow

(continued on reverse side)

their lead. A future PPC will cover this in more detail.

You should also make sure the reason for the meeting really requires holding a formal meeting. If you gain the reputation of holding meaningless meetings, people will be less willing to attend future ones that you schedule. However, there is nothing wrong with a meeting specifically designed to introduce you and your organization to a community leader.

When you have determined your reason for holding a meeting, contact the office or person you wish to meet with to make an appointment. Have several dates in mind when scheduling a meeting in order to increase the likelihood that one date will be convenient for both parties. Also, be prepared to say what the meeting will be about and how long it will last.

If someone in your group/organization has a special contact/ relationship with whom you plan to have a meeting, consider having him or her attend the meeting. Or, you might request the person make an introductory telephone call on your behalf. For example, you are aware District Director Jones is a good friend of Rotary Club president Smith. You might ask Jones to call Smith and indicate you will be calling to schedule a meeting and the general purpose of your meeting.

You may be able to set up an appointment from an informal gathering — a town meeting or reception — which the community leader is attending. Introduce yourself, raise the topic, and ask "May I come and see you about this?" If he/ she says yes, you are now set to make a follow-up telephone call to schedule the meeting.

How do you prepare for a meeting?

After you have scheduled a meeting date, it is important to properly prepare to make the meeting a success.

Be familiar with whom you will be meeting. You should know where their organization or agency stands on a topic so you can plan a strategy to present key issues. You would need to plan to take a different strategy if they were in favor of your view, than if they opposed it.

Never underestimate nor overestimate the intelligence of whomever you are meeting with. If you overestimate their intelligence or understanding of the issue they may not understand what you are saying or worse yet, misunderstand. You could also bore the audience if you underestimate their knowledge on the topic by telling them something they already know.

The following are some other important tips to remember when preparing for and attending a meeting with a community leader:

- Prepare an informal agenda for the meeting to meet all of your objectives. Put your most important points first in case that is all time permits.
- Be on time.
- Try to take a seat that will keep you at eye level with the community leader.
- Begin with a sincere pleasantry. Like all people, community leaders are put at ease by friendliness and praise. Do your homework. If appropriate, compliment the leader on a recent program or activity. Then, quickly get to the point.
- Establish your credibility. Sell yourself with proper attire, a firm handshake, and total command of your topic. If you are meeting with a community leader, you should dress similar to the way they do. For example, if you are meeting in the field you would not wear a suit. If you are meeting in an urban office, you will probably be more comfortable in business attire.
- There are three basic questions most people ask before a meeting. These questions are "Why am I here?", "What are we going to do in the meeting?", and "What's in it for me or my organization?" Be prepared to answer those questions from the community leader's viewpoint. It is an effective way to start the meeting.

- Keep your points brief, but concise. You don't want to bore your audience.
- Act with confidence even if you don't feel that way.
- Be a good listener. Keep an open mind to ideas presented to you. It helps establish a basis for your future relationship.
- When presenting your case, try to put a local spin on the story so those attending can see how the topic

(continued on next page)

relates to them.

- Bring materials about your watershed, district, RC&D, NRCS and/or the issue you plan to discuss. However, don't overwhelm the leader with materials.

- Avoid using jargon. Be prepared to present your case in terms your audience will understand.

- Don't interpret difficult questions as hostility. Try to anticipate inquiries and prepare responses.

How do you build relationships with community leaders?

- Bring your business card or offer those you are meeting with a number of ways they can stay in touch with you.

- After the meeting remember to send a "thank you" note and continue to stay in contact with those you met with — you never know when you may be working with them again. Promptly provide any information you promised to send.

- Reflect on the meeting. Consider what went well and make it a part of your next interaction.

- Think about your next meeting now. You want to build an effective long-term relationship. Community leaders don't like to hear from people only when they have a problem. Provide periodic updates on conservation activities.

Different meetings have different purposes. Each style of meeting may not be appropriate to meet all of your needs. When preparing for a meeting it is important to keep in mind the purpose or goal in order to prepare for the correct type of meeting. Listed below are five different types of meetings you might schedule with a community leader. The purposes of these meetings are also listed.

Fact Finding- collect specific kinds of data or studies.

Advisory- give or seek advise on policy, technical matters, programs, procedures, studies, and so forth.

Program- plan a program for specific events including demonstrations, a conservation fair, educational activities, etc.

Public Relations- keep the public informed about the purposes, goals, activities, and accomplishments of the organization or agency.

Coordinating- mesh the activities of two or more organizations, committees, or other groups.

Where do I find more information?

USDA NRCS Social Sciences Institute. Identifying Community Leaders: People, Partnerships and Communities Series. 1998.

USDA NRCS Social Sciences Institute. Running Effective Meetings: People, Partnerships and Communities Series. 1997.

USDA Soil Conservation Service. Leadership Identification and Group Dynamics, Sociological Training Module 4. Washington, DC: 1990.

Kretzmann, John P., and John L. McKnight. Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets. Evanston, Illinois: Northwestern University, 1993.

Oleck, Howard L., and Martha E. Stewart. Nonprofit Corporations, Organizations & Associations. Englewood Cliffs, NJ: Prentice Hall, 1994.

USDA NRCS Social Sciences Institute. Expanding Your Customer Base: People, Partnerships and Communities Series. 1998.

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Creating Effective Relationships with the Media

With advancements in traditional mediums, news can now reach a larger audience quicker and more effectively than ever before. In addition, Email and the Internet are gaining in popularity as effective communication mediums. Any organization can use these mediums to promote its ideas, products, or people if they have an understanding of the media. A lack of understanding, however, could eventually take up your time without yielding positive results.

Why should you use this information?

If you work with the media it is important to understand how they work. Creating effective relationships with the media can assist in building partnerships and implementing watershed initiatives.

Who should use this information?

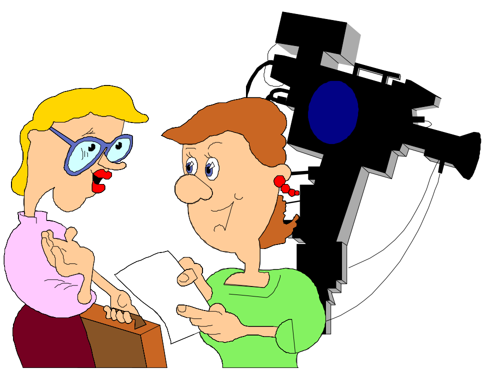
Anyone who wants their organization, its products, or its people to receive some recognition or publicity in their community should use this information. One of the best ways to do this is through effective media relations.

When should you use this information?

When you need to provide new information or progress reports to your customers and /or the "general" public or various publics.

How do you build relationships with the media?

Talk to journalists. Find out their guidelines and deadlines. This will allow you to prepare your story to fit their needs. Also, let the media know about your organization and your role in it. This will help develop a mutual understanding. Media often need to have experts they can contact to help translate information they receive. In addition, contact your NRCS state public affairs specialist for information and assistance.



How do you develop a positive relationship with the media?

- Tell the truth. The media may eventually uncover the truth.
- Respond to all press inquiries quickly. Do not keep the media waiting. They have deadlines and you may miss your chance.
- Avoid the response "no comment." Let them know you will get back to them with the answer.

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- Be accurate. Do not oversell a story.
- Do not tell a reporter anything "off the record" unless you are comfortable seeing it on the front page of the paper.
- Establish relations with reporters who cover your area so when you try to pitch a story about your organization you will not be a stranger.
- Keep informed about your organization, natural resources issues, and the media so you can be as effective as possible.
- Own up to negative news. Don't try to hide it. It will find a way out. It will be better if it comes from you rather than another source.
- Be persistent in trying to get coverage, but don't be a nuisance. Use diplomacy and tact.
- If a reporter asks to interview you or someone in your organization, do not ask the reporter what questions he/she will be asking. Reporters might take offense. Rather, simply ask what the interview will cover so you are better prepared to meet their needs.
- Do not follow your press releases with inquiries about whether or not they plan to run the story.
- Avoid bureaucratic language, technical terms, and government acronyms. Speak simply and plainly.
- Offer to provide background material. Fact sheets and background information are appropriate.
- Try to meet the needs of the media. Provide a service to them by serving as a local conservation expert, for example. Develop working relationships through hard work.

How do you know if your story is newsworthy?

Your story should contain some of the following elements of newsworthiness (Bivins, 1996).

- *Consequence* — Does your story offer something of value or importance to the audience of the medium? For example, does the story have visual interests for television viewers? Will the readers of a publication be interested in the topic?
- *Interest* — Does your story contain some kind of human-interest aspect?
- *Timeliness* — Does your story offer something new to the audience?
- *Proximity* — Is there a local angle to your story?
- *Prominence* — Does your story include prominent people or events?

You should also never try to sell a story if the story does not contain news. However, if you are looking for some attention there are ways to create news For example,

- Relate your organization's activities with the news of the day.
- Work on a project with a newspaper or another type of medium such as cable television, radio and television.
- Encourage a poll or survey that would produce interesting and relevant results for both your organization and the public.
- Have an anniversary celebration of your organization.
- Conduct a contest or create an award.
- Plan a tour or field day.
- Issue a report or adopt an NRCS report/ release for local use.
- Arrange to do a presentation for a local organization.
- Tie in with special days like Earth Day and National Volunteer Week.

What do you do if you have a newsworthy story?

If you have a newsworthy story, issue a press release to the different media you wish to reach. When selecting a medium, be sure you are familiar with it. This means: Do you know if it reaches your audience? Is the size of the audience appropriate? What type of style does it use? What are its deadlines? Once you have answered these questions, you should write the press release.

How do you write a news release?

A press release should be written with the most important information listed first and answering the who, what, when, where, and why.

A news release is typically produced on plain white paper with about one-inch margins on all sides. Use paper with your letterhead on it. Your address, along with a day and night phone number, should be placed in the upper left-hand corner. The date you wish to have the story released goes on the right margin, slightly below your address. If you wish to have it released immediately, simply type "For Immediate Release." If not, state the date and time. Next you should start the body of your story. You should include a "catchy headline" above it in all caps or bold. The body (along with

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the headline) should appear about a third of the way down the page to leave room for editor's remarks. Double space the body and if it continues to another page simply type "more" at the end of the page(s) and indicate the page number at the top of the following page(s). At the end of your news release you can type "end," "30," or "####." Any of these will indicate the end of a news release.

When sending out press releases, some editors do not like to receive them via fax. It is important to find out this information ahead of time. Also, if you are sending out a release containing local news, stamp or write "local news" on the envelope. Some editors say this will prevent your release from being easily overlooked.

How do you deal with trade publications and non-traditional publications?

Trade publications and non-traditional publications such as newsletters are a valuable resource that is often overlooked. These publications are already targeted at a specific industry or organization. If your news concerns their industry or organization, it is more likely to be picked up by a trade magazine than it would by a local paper. Trade publications and newsletters have fewer issues published than daily or weekly newspapers, so it is important to know their deadlines. If you know their deadlines, you actually have more time to prepare a release than you would if you were sending it to a traditional publication.

Trade publications are designed to reach people in a specific industry. If you have news concerning a new service or product being offered in your field, your news will likely receive top priority from a trade publication. Trade publications also ask for graphic materials more often. A photo of a new product or service would put you at an advantage in getting your release published.

Like any other publication, trade publications should be studied to see if they meet your needs. Often you can acquire a copy of a sample issue and/or a media kit from trade publications by contacting their advertising or communications department. Or, contact a member of the organization. A local realtor, for example, might give you a copy of the newsletter that serves their local organization and/or a copy of their state-wide trade publication.

Newsletters offer a couple of aspects not as available in other publications. Along with publishing information from news releases, some newsletters will publish interviews with leaders in the field and carry written articles/ editorials. Chambers of Commerce, environmental groups, and many community service organizations have newsletters. Many newsletters now reach a larger audience, as they are being placed on-line.

How do you develop a media list?

Any organization planning to use the media should develop a media list. A media list should include the different publications or broadcasting stations where news releases will usually be sent. The list should include: names of editors, reporters, news directors or other contacts; addresses; telephone and fax numbers; and information such as deadlines and times of editions or broadcasts. To find this information there are several directories available. You can usually find these directories in your local library. It is important to use a current directory as editors, reporters, or news directors often change positions. Here are just a few of the available directories:

Bacon's Newspaper Directory
Bacon's Information Inc.
332 S. Michigan Avenue
Chicago, IL 60604

Burrelle's Media Directory
Burrelle's Information Services
75 East Northfield Road
Livingston, NJ 07039

Editor & Publisher Year Book
Editor & Publisher
11 West 19th Street
New York, NY 10011

If you are trying to identify newsletters in agriculture and natural resources, look at the organizations you work with in your community. You may be surprised how many organizations you work with publish their own newsletter.

When deciding where to place your story, it is important to understand the audience of the medium you select. For example, radio is the primary source of information for all farmers. Agricultural publications are the primary source of information for women in agriculture.

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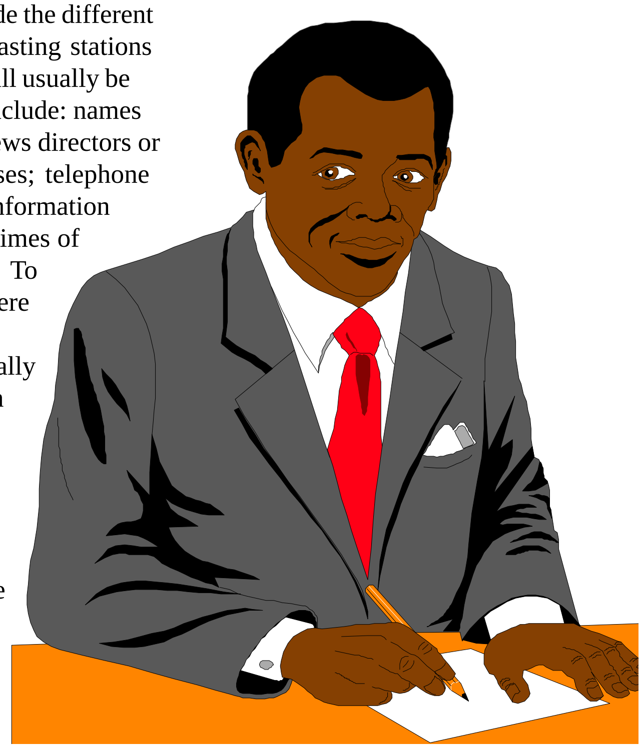

Where can you find more information?

- NRCS State Public Affairs Specialists
- Bivins, Thomas. Handbook for Public Relations Writing. Chicago: NTC Publishing Group, 1996.
- Dilenschneider, Robert L. ed.Dartnell's Public Relations Handbook. Chicago: Dartnell, 1996.
- National Association of Conservation Districts in cooperation with National Association of State Conservation Agencies and the USDA Soil Conservation Service. Guidebook: MediaRelations. 1994. Available from: National Association of Conservation Districts, PO Box 855, League City, TX, 77574.

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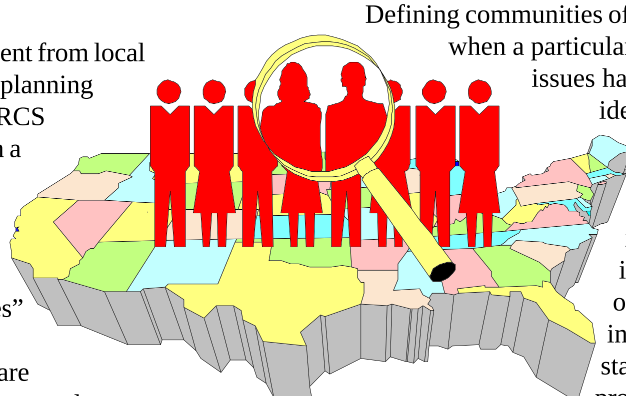
Defining Communities: An Issue Based Approach

Much of the work of the NRCS, today and in the future, will be done with local "communities". Community based planning sounds like an excellent idea, but raises some practical questions, such as: What are communities? How are communities best defined? These questions are faced by the conservation partnership as the NRCS moves into new and different planning roles.

Increased involvement from local communities in the planning process presents NRCS field personnel with a number of new challenges. Finding new and better ways to define "communities" is one of these challenges. Below are some brief ideas on several useful ways to think of "communities" during planning. The reader is also introduced to one method used to define communities. This approach, called the "ripple method", may be used to define "communities of interest". Communities of interest are intended to provide a practical, broadly inclusive set of views on any given set of issues.



Who Should Use This Approach?

This method may be used by anyone who wishes to determine the social, and to a certain degree, the spatial extent of interest in a particular issue or set of issues. This approach is also useful to anyone desiring to expand community involvement in planning.

When Should This Approach be Used?

This approach and method should be used when input from local communities is desired. Defining communities of interest works best when a particular issue or set of issues has been initially identified and stated. This method should then be used to initially identify those individuals or organizations interested in the stated issues or problems. Remember, however, that the issue(s) first identified may change as more input is gained. This should be expected and anticipated. Change in the way the issue(s) is perceived or stated should be welcomed. As the issue(s) changes, however, an effort should be made to keep the subject(s) matter something that can be realistically addressed through NRCS involvement.

What Are Communities?

Communities can be thought of in many different ways. In general, communities are groups of people who share some kind of

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characteristics. Perhaps the most common way to think of communities is in a spatial or geographic sense (also called "geospatial"). A town, city, county, parish, or other unit of space is commonly conceived to be a community. These geospatially defined communities are often useful constructs to use during planning. There are, however, several other, equally useful, ways to think of "communities". Remember, the way you define a "community" is also the way you will decide who provides input during planning. Some other ways to think of "communities" include:

Ethnic communities- includes members of a particular ethnic group, such as Hispanics, Koreans, Germans, or Thai. These communities may or may not be geospatially discrete.

Communities of faith- includes members of a particular socioreligious system, such as Amish, Quaker, Missouri Synod Lutherans, or Buddhists. These communities also may or may not be easily defined geospatially.

Linguistic communities- often people to whom English is a second language will form communities with unique behavioral and communication patterns, as well as sometimes be grouped together spatially.

Economic communities- people of different income levels often have different perceptions of issues. These economic communities tend to be geospatially discrete, and often correlate with other factors, such as education level.

Notice that all of the above definitions of community are relative to a single, common characteristic, such as ethnicity, language, religion, or economic factors. If you attempt to define local communities relative to such individual characteristics, then you may spend a lot of time and effort defining multiple communities to address a single issue. There are other, and possibly, better ways, to use the concept of "community" in planning.

What are "Communities of Interest"?

Communities of interest are defined relative to a particular issue or set of issues. The issue can be virtually anything, including questions or concerns about natural resource conservation. One of the concerns voiced by many NRCS employees is "How do I know that I've included everyone that should be included?". While it is very difficult to always include everyone who may have an interest in a given issue, using communities of interest may allow a broad representation of interested parties. Using "communities of interest", rather than communities defined on the basis of single characteristics (as explained above), allows cross-cutting of socioreligious, sociocultural, and socioeconomic boundaries.

Defining a Community of Interest Using the Ripple Method

How do you define a community of interest? First, an issue or a set of issues must be identified and stated. Remember, these initial issue statements are used ONLY as a starting point for discussion. Do not spend too much time on issue identification or definition at this point in the process. Keep in mind that the initial issue or issues is defined by only a small part of the potential community (such as you and your staff, or you and your local board).

Communities of interest are often most easily defined using what is called the "ripple" method of stakeholder identification. Defining communities of interest using the ripple method is best used in combination with more traditional methods of communication, such as notices in local newspapers and announcements at district board and county committee meetings.

The "ripple" method of stakeholder identification is an approach that intentionally begins with a group of stakeholders identified by a central organizer (such as an NRCS field office).

The second step in defining a community of interest involves holding a series of meetings intended to both disseminate and gather information about the issue at hand. It must be remembered that a basic requirement of sound issue identification is a common understanding of terms. This understanding should extend to all those discussing an issue or set of issues. Be prepared to spend time at the initial meetings making sure everyone present agrees on what different terms mean.

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Based on your initial issue statements, do your best to define a group of interested persons and organizations. This initial group should be kept to no more that fifteen individuals and organizations, in order to keep responses at a manageable level. If your early identification of interested parties yields a much larger number, you might consider having more than one meeting. At the first meeting of this initial group, ask each person attending to give you the names and, if possible, the addresses and phone numbers of two other people or organizations that may be interested in the issue at hand.

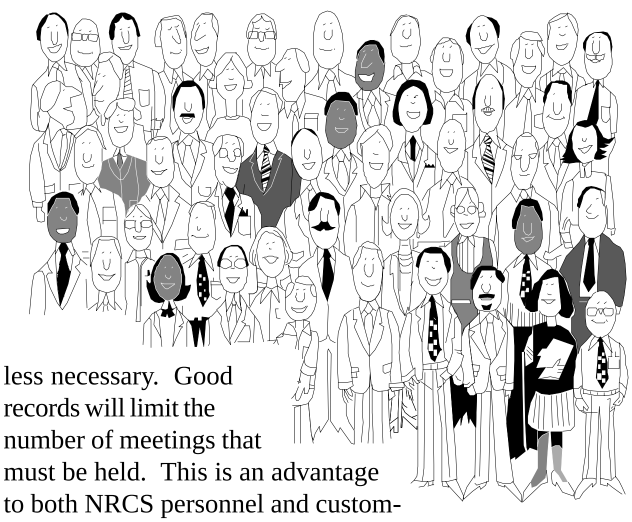
As input is gained, the originally stated issues will very probably change to reflect community concerns. It must be made clear to all participants that final decisions will be made only after a community of interest is defined. Contact the second group of people identified by the first set. If you feel that there is an adequate range of interests represented by one round of "rippling", you can stop, or you can ask the second set of people to once again identify at least two others that may have an interest in the issue. Often, you will be able to tell that you have contacted enough people if you start getting names of people already contacted, or meeting attendees have a difficult time naming other interested parties.

A word of caution: Try to be aware of any social or cultural constraints people may have, such as an unwillingness to "speak for others". Such an awareness will allow you to devise more appropriate ways to ask people to name other interested parties.

As each set of new interested parties is identified, meet with them, gain their input, and modify the issue statements as necessary. At this point, you will have in hand an issue or series of issues that is the result of input from a community of interested people and organizations. You should also be in possession of a list of these interested parties, along with their contact information, and views on the issues at hand. This is community involvement at the practical level.
At this point, with the issues in hand, as defined by the community of interest, you can begin the process to make treatment decisions. You already have all the contact information for the community of interest, and well defined issues. The discussion about treatment options can go forward with the community of interest, and you can be assured that community input is being gained from a broad range of interested parties.

It is highly advisable to maintain some type of database of the interested parties, their addresses and phone numbers, and any specific interests that they may have identified (such as pheasant habitat along field borders, etc.). You should also be prepared to capture, in writing, the definitions of terms agreed to during group discussions of issues. Having good records of such definitions will save time later, as some people may wish to change their interpretation of different terms.

Starting a database may require a certain level of effort initially, but in the long run will save time, in that you will not have to "ripple" certain issues again to identify communities of interest. As this method is used on a wide variety of issues and concerns (and your database of contacts expands), repetition of the "ripple" method becomes less and



less necessary. Good records will limit the number of meetings that must be held. This is an advantage to both NRCS personnel and customers.
One thing that must be mentioned in association with the ripple method is the necessity of structuring the meetings or contacts in order to obtain information and familiarize all concerned with the issues until an adequate range of interests is obtained. At that point, decisions can be made and courses of action defined with greater confidence that all interested parties have a say.

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Where can I get more information?

For further information on defining communities of interest, contact Michael Johnson, anthropologist, NRCS Social Sciences Institute, at (520) 626-4685, or any other Social Science Institute member.

Further reading on community definition and group interview techniques can be found in:

Morgan, David L. 1997. Focus Groups as Qualitative Research. Qualitative Research Methods Series Vol. 16, 2nd edition. Sage Publications. Thousand Oaks, California.

USDA-NRCS. 1996. Resource Book: Conducting Small Group and Focus Group Meetings. Resource Book Release 1.1, USDA-NRCS Social Sciences Institute. Greensboro, North Carolina.

Van Kammen, Welmoet, and Magda Stouthamer-Loeber. 1998. Practical Aspects of Interview Data Collection and Data Management. In Handbook of Applied Social Research Methods, pp. 375-398. Sage Publications. Thousand Oaks, California.

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Conducting "Rapid Resource Appraisals" of Watersheds

What is Rapid Resource Appraisal?

Rapid Resource Appraisal (RRA) is a set of activities that can be used by locally-led resource planning committees to rapidly learn about their watersheds.

RRA is a full day of the following:

- Information packets
- Educational presentations by technical specialists
- Watershed tour
- Discussion sessions with stakeholders and government officials

NRCS and the Conservation Districts often do similar activities with resource planning committees over the course of many months. The RRA, however, is done very early in the planning process in a single day for the educational benefit of the committee as they embark on the planning effort. This contrasts with watershed tours, for example, which are typically held near the end of a planning project to inform the community of the committee's work. RRA also brings in technical experts from multiple disciplines and stakeholders who are not serving on the planning committee to share information and insight.

RRA is consistent with Phase I of NRCS' Three-Phase Planning Process. RRA helps the committee identify their resource concerns, define objectives for their watershed, determine the group's mission, and learn about the ecological, social, economic and political aspects of the watershed.

Although doing all four activities in one day is most efficient and effective, RRA can be modified to best meet the needs of the committee. Some committees have elected to conduct the RRA in two sessions, touring a portion of the watershed and holding group discussions on the second day.

Why do RRA?

Citizens who call for resource planning are often initially motivated by a crisis: flooding, agricultural chemicals in drinking water, wildfires, and so forth. As they learn about the complexity of their resource problems and the hard work of solving them, committee members can become overwhelmed. The Three-Phase planning process helps the committee meet these challenges, but its deliberate nature can be frustrating for anxious citizens. RRA can jump start the planning process.

In a single day, committee members start tackling issues that ordinarily can take months to unfold. In an informal, relaxed

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setting they share ideas and get to know people whose opinions they may oppose. By engaging in discussions and learning together in the presence of the resources, they start to develop a common vision for the watershed and an identity for their partnership. They leave the RRA with a sense of accomplishment and renewed purpose.

RRA helps bring about a more effective planning process with improved decision-making and an increased likelihood of plan implementation by:

- Helping the committee identify short-term projects to maintain momentum and build trust and confidence in the planning process.
- Encouraging holistic thinking by increasing understanding of watershed functions, land uses and interactions.
- Providing an opportunity to gather relevant social, cultural and political information about watershed communities.
- Initiating public outreach with non-committee members and potential partners.

How to do RRA

Planning committee members and resource specialists who may eventually serve as technical advisors are the primary participants in the RRA. Also invite non-committee stakeholders (government officials and non-government community members) for the group discussions. These stakeholders need not participate in the entire day of activities if their time or your space is limited.

1) Information Packets

On the day of the tour, distribute information packets with:

- General information about NRCS, the Conservation District(s), other relevant natural resource agencies, and the resource planning process.
- Agenda for the day and a map of the watershed with tour stops.
- Published and unpublished information about the watershed, such as agency reports, nonprofit reports, demographic data, or newspaper articles.

2) Educational presentation

- Invite a resource professional to talk for an hour or less about the resources. Or invite others to speak about concerns that are specific to the watershed, such as wildlife habitat loss or water quality.
- Educational presentations set the stage for the tour portion of the RRA by providing participants with background information. Invite the technical expert to join participants in the field after the presentations. For example, after an ecologist's talk in a conference room, the ecologist can point out critical features during walks along the stream.

3) Watershed tour

- Bring the participants by bus on a tour of the watershed. Provide a comprehensive view of the watershed by including a sample of the different land uses, functions, and physical features. Stop at several places along the route to allow participants to explore the area, ask questions and talk about the resources.
- A tour guide (such as a District Conservationist familiar with the area) provides commentary on the bus. Other participants who are knowledgeable about particular areas can also talk to the group as they tour the watershed.

4) Group discussions

- Following the tour, hold discussion sessions with stakeholders who are NOT on the planning committee. Using a skilled facilitator to guide the discussion, the planning committee listens as non-committee members share their views. These sessions can inform the committee about the political, economic or social opportunities and challenges in the watershed. They also establish initial contact between the committee and the larger community which will eventually implement the plan or be affected by it.

- Limit each discussion session to about 10 invitees, not counting the planning committee or other members of the public who wish to listen. Hold a one hour long *government* session with township supervisors, village presidents, county board members, etc. Another can be with *non-government* stakeholders like farmers, nonfarm rural landowners, business representatives, subdivision residents, etc. Identify individuals and organizations to invite by brainstorming with the committee. Select people who are representative of the community but who do not ordinarily interact with committee members.

Signs of a successful RRA

✓ Committee members with different views had fruitful discussions.

✓ Committee members gained an increased sense of the impor tance of their task and the complexity of problems.

✓ Committee members learned about previously unknown aspects of their watershed.

✓ Committee member are more aware of possible impacts of solutions

Where can I find more information?

For information about how RRA has been successfully used by conservation partnerships in Illinois contact Jody Rendziak, Sociologist, Natural Resources Conservation Service, 1902 Fox Drive, Champaign, IL 61820. Phone: 217-398-5267. Also consult a booklet about RRA, forthcoming Winter 1997 from the Social Sciences Institute. Phone: 616-456-2247.

Rapid Resource Appraisal is based on a multidisciplinary approach to investigating rural communities in developing countries. Called Rapid *Rural* Appraisal, it was developed in the 1970's by researchers as a way to gather and analyze information with limited time and resources. Rapid Rural Appraisal involves a suite of techniques including:

- Secondary data review
- Semi-structured interviews
- Direct observation
- Conceptual models
- Workshops

To learn more about Rapid Rural Appraisal, consult:

Conway, G.R. and J.A. McCraken. 1990. "Rapid Rural Appraisal and Agrosystem Analysis," p.221-235 in *Agroecology and Small Farm Development,* (eds.) M.A. Altieri and S. B. Hecht, eds.. Boca Raton, Florida: CRC Press.

Gibbs, C.J.N., Rapid Rural Appraisal: An Overview of Concepts and Application, presented at Int. Conf. Rapid Rural Appraisal, Khon Kaen, Thailand, September 2 to 5, 1985.

RRA Tips

- Conduct the RRA after the committee has met a couple of times.
- Select a group of two or three people to do the organizing with assistance from NRCS.
- Brainstorm ideas from the entire committee about what they want to see and learn during the RRA.
- Limit participants in the tour portion of the RRA to those that can be accommodated on a single bus.
- At the committee meeting after the RRA, discuss newly identified concerns, insights gained, opportunities identified, etc. Build on this information throughout the planning.

Social Science is the scientific study of human behavior. It helps us better understand the forces that affect us in social situations. A range of social science topics includes culture, social interaction, communications, groups and organizations, the economy, and social change.

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To file a complaint, write the Secretary of Agriculture, U.S. Department of Agriculture, Washington, DC 20250, or call 1-800-245-6430 (voice) or (202) 720-1127 (TDD). USDA is an equal employment opportunity employer.

People, Partnerships, and Communities

The purpose of the People, Partnership, and Communities series is to assist The Conservation Partnership to build capacity by transferring information about social science related topics.

USDA Natural Resources Conservation Service

National Science & Technology Consortium

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North Carolina A&T State University

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Social Profile

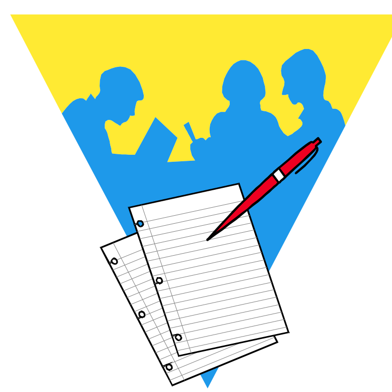
WHAT is a social profile?

A social profile is a summary of personal and community characteristics within a given geographical area. A social profile presents a clear, concise and easy to understand "snap-shot" of who and what currently exists at a particular place, whether that place is a farm/ ranch or a community. This "snapshot" describes social information using a table containing statistical data along with a brief narrative. Where appropriate, the social information is compared to state, regional, and/or national data.

Why do you want to develop a social profile?

A social profile:

- gives you background information that can tell you how many small scale producers are in a particular geographical area.
- helps you to group producers with similar characteristics in order to develop effective and efficient communication strategies.
- assist you in establishing goals and measurable objectives for the adoption of conservation.
- enables you to evaluate your progress on your performance-based goals and objectives.
- helps to ensure that small scale producers are equitably represented in locally led activities.
- can be used to identify partners as a source for obtaining secondary data and/ for assisting you in designing and imple-menting an outreach plan.
- assists in the identification of barriers and strategies associated with the adoption of conservation practices/ systems.



(continued on next page)

What social information is included in a social profile?

(Secondary and Primary Sources are listed on the next page)

Social Information	Secondary Source	Primary Source
HISTORY - of the area as it relates to agricultural development, origin of farming population, and current conditions.	1 and/or 2, 6	9
POPULATION - By racial and ethnic backgrounds - Operators by ethnic backgrounds - Female Operators - full time or part time	4	
NUMBER of farms	4	
TENURE on farm - as owner - as renter	4	
SIZE of farm - number acres owned - number acres rented	4	
TYPE of operation - crops - livestock	4	
GROSS FARM SALES *	4,5	
NON METROPOLITAN MEDIAN HOUSEHOLD INCOME *	5	
AGE of operators	4	
EMPLOYMENT - as full time operator - as part time operator	4	
PARTICIPATION IN NRCS ACTIVITIES - Conservation Plan (yes or no) - participation in locally led activities (yes or no) - demonstration farms and/or pilot projects in study area - List on Conservation partners (other government agencies, non profit organizations, etc.)	7 7	9 10

* this social information should be compared to the State and National information

What social information is included in a social profile?

Social Information	Secondary Source	Primary Source
PRIMARY LANGUAGE spoken at home	3	
EDUCATION	3	
AGE OF OPERATOR	4	

Where do you get the information that is to be included in the social profile?

SECONDARY SOURCES

1. Local Libraries
2. Historical Societies
3. U.S. Census of Population and Housing (many web sites have this information, see for example: http://govinfo.kerr.orsu.edu/ and http://people.nrcs.wisc.edu/customdata/)
4. Census of Agriculture (many web sites have this information, see for example http://people.nrcs.wisc.edu/customdata/ and http://govinfo.kerr.orsu.edu/)
5. Process for Indentifying Limited Resource Farmers and Technical Note Release 2.1 - http://www.people.nrcs.wisc.edu/socsciinstitute
6. Maps from historical records
7. NRCS and/or FSA records

PRIMARY SOURCES

8. Visits to the local field office and/or Field Service Center
9. Contacts with agricultural staff members at 1862 and 1890 land grant universities and/or non-profit organizations
10. Personal interviews with long time residents

Who would want to use a social profile?

All conservation planners and outreach coordinators could benefit from developing a social profile.

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Product Catalog Available

Are you interested in materials that assist you in implementing locally-led conservation? Or, are you curious about the products available from the Social Sciences Institute?

For a free catalog, contact the Social Sciences Institute-Grand Rapids. Telephone: (616) 942-1503. Email: ssinter2@po.nrcs.usda.gov

How to Run a Meeting So Great People Can't Wait to Come Back

About one to two weeks BEFORE the meeting

Request that people who cannot come notify you, and provide you with reports comments, or the status of tasks they are responsible for. Call or go to see them if you have to.

Prepare an agenda and get it into member's hands at least a week before the meeting. State the title of the meeting: monthly, annual, emergency, budget, etc. **Always** inform the people you want at the meeting of the time, place, date, and day of the meeting, as well as how long it will last. Note next to each item whether it is for discussion, information, or to make a decision. Note who is responsible for reporting on or presenting the item. Indicate any invited speakers or special guests.

Be clear in your own mind, and make clear to others, what the purpose of the meeting is. It may be to conduct routine business, make decisions, generate ideas, transfer information, or even to have fun.

If the group agrees there's a need, call members the day before to remind them of the meeting.

The day of the meeting

Make copies of everything that needs to be handed out at the meeting, including all the items you mailed to the members. Many will forget to bring theirs.

Come early enough to set up the room, arrange handouts, and if possible, make coffee.

Hang your group's Ground Rules and Mission Statement on the wall or prop them on an easel.

Start on time. Make it a policy to start and end all meetings as close as possible to the scheduled time.

At the meeting

Always have members introduce themselves… call it "roll call" if you have to. You may be great with names but someone is sure to forget. For meetings where the same people are always present, make name cards and bring them to set at their place.

Circulate an attendance sheet so they can check off their name and correct or add any contact information. This keeps your mailing list up to date.

Review the agenda briefly and make any last minute revisions, additions, or other changes. If the agenda is ambitious, set clear time limits on each item.

Assign someone to take minutes, or if another person is the chair you may take them. The same person should not try to both run the meeting and take notes. Minutes should record <u>decisions and major discussion items</u>.

When a task is assigned, make sure specific dates are set for completion and each member knows what they are responsible for.

If discussion runs on and no progress is being made, the chair or timekeeper needs to call time out and table or re-schedule the item. For any meeting over an hour, a timekeeper is very useful.

At the close of the meeting, briefly recap the decisions made, tasks assigned, and other products of the meeting. Close the meeting briskly and on a positive note.

<u>After the meeting, preferably the very next day</u>

Prepare the minutes and any other reports. Send them out either immediately or with the next meeting announcement, as the group prefers. The date, time, and place of the next meeting should always be at the end of the minutes.

Follow up on any action items; update the action register.

In writing, thank those who made a special contribution to the meeting, especially if they are volunteers.

Set a tentative agenda for the next meeting, and not on your calendar when you need to complete it.

<u>General comments:</u>

Don't have a meeting just to meet. There needs to be real work to accomplish, that actually requires people to be physically present.

Don't expect people to review documents at a meeting. Send documents out well ahead, with specific requests for why they are to read it and what sort of comments you require. Ask for written comments in advance of the meeting.

Many committees are memorials to dead problems. Any long-standing committee should evaluate its existence once a year to see if there is a good reason to keep going.

That said, physical meetings are necessary to establish trust, let people get to know each other, develop a collective identity, and validate the decisions of the group. A meeting is the place where the group revises, updates, and refreshes what it knows *as a group.*

The collective mind of the group is capable of producing better ideas than each member singly. The original idea is tested, modified, refined, and shaped by argument and discussion until it satisfies more requirements and overcomes more objections than it could in its original form.

A meeting creates in all present a commitment to the decisions it makes and the objectives it pursues. (Consensus). Real opposition to decisions within organizations usually consists of one part disagreement and nine parts resentment at not being consulted before the decision.

The decisions reached at a meeting bear more weight than the decisions of a single person. It is harder to challenge a decision of the board than of an executive acting alone.

About Ground Rules

Developing ground rules early on gives the group a real advantage in conducting successful meetings. Some suggestions:

- Meetings will start and end on time, because everyone's time is valuable.
- Who the minute-taker and timekeeper will be, and if these tasks will rotate.
- How decisions will be made: by consensus, vote, etc. Keep in mind that voting creates winners and losers.
- Members agree to support the decisions as long as they can live with them, even if they do not like them.
- "Park your guns at the door". (State facts and needs, not positions and opinions).
- Keep the fish stories for the break… or the parking lot.

Facilitator Tips:

If nobody's talking, don't fill the silence. Wait the group out.

If the tension gets really thick, defuse the situation with gentle, non-judgmental humor.

Refer the group back to their mission and vision statements when they get stuck.

Phrase goals in a measurable way: **"To** *[increase, decrease]* **the _______ from** *[present condition]* **to** *[future condition]* **by** *[date]*.

Pin the group down to specifics….. what are we doing, when and where, who is responsible, how are we going to deliver the product. Record these decisions on the action plan.

Where to Find Out About Watershed Protection: An Annotated Bibliography

"Getting Started" Guides for Citizens

Watershed Action Guide for Indiana

This guide was developed to fill the need for technical information and practical instruction for developing a watershed management plan in Indiana. It discusses how to build the group, how to set attainable goals, how to conduct a watershed inventory, and where to get information in Indiana. It is published by the Indiana Department of Environmental Management, Watershed Management Section, 1998.

Getting in Step: A Guide to Effective Outreach in Your Watershed

This guide focusing on outreach, provides some tools to develop and implement an effective watershed outreach plan. It has step by step instructions to address public perceptions, to promote management activities, and to inform or motivate stakeholders. Published by The Council of State Governments.

Planning and Managing a Successful Nonpoint Source Pollution Control Project

Provides a procedure for governments and concerned citizens who are interested in protecting water quality. Specific steps are outlined for choosing a viable project, documenting the water quality problem, defining objectives and goals, involving the community, obtaining funding, clarify roles and administer effectively, define the critical areas, choose a land treatment approach, and monitor and evaluate. RCWP Technology Transfer Fact Sheet No. 2, North Carolina Cooperative Extension Service, 1995.

Watershed Management: Planning and Managing a Successful Project to Control Nonpoint Source Pollution

This document provides assistance to individuals concerned about the quality of their water. It discusses the causes of water quality problems, watersheds and ground-water recharge areas, and the nine steps to building a successful voluntary project. NCSU Water Quality Group, Biological and Agricultural Engineering Department, North Carolina State University, 1995.

Community-Based Environmental Protection: A Resource Book for Protecting Ecosystems and Communities

This book is a citizen's handbook for initiating community based environmental projects. It is made up of four sections: Getting started, Assessing the conditions of local ecosystems and their effects on communities, Strategies to consider for ecosystems protection, and Evaluating and choosing strategies for ecosystem protection efforts. Also included throughout the publication are summaries of real community protection efforts throughout the country. U.S. Environmental Protection Agency, Office of Policy, Planning, and Evaluation, EPA 230-B-96-003, 1997.

Lakewalk Manual: A Guidebook for Citizen Participation

This manual encourages citizens to learn about lakes and to collect observed information and data. It looks at water clarity, the lake bottom, in-lake vegetation, buffer zone, lakeside vegetation, inlets and outlets, animals and the habitat conditions. Also is listed how to determine latitude and longitude from topographical map. This manual was designed for people to collect data and sent to the EPA who then keeps the information in a database. This manual is a good starting place to develop a local monitoring team. U.S. Environmental Protection Agency, Region 10 Water Division, EPA 910-B-95-007, 1996.

Watershed Protection: A Project Focus

This document describes a process for planning and implementing watershed projects and in each chapter describes lessons learned in previous projects. Elements of the process include (1) building a project team and public support, (2) defining the problem, (3) setting goals and identifying solutions, (4) implementing controls, and (5) making success and making adjustments. U.S. Environmental Protection Agency, Office of Water, EPA 841-R-95-003, 1995.

Nonpoint Education for Municipal Officials (NEMO)

This project has ways to help local land use decision makers deal with the complexities of nonpoint source water pollution. The NEMO team uses a combination of water quality, land use planning, and computer technology to develop their information. They have developed fact sheets, articles, and a videotape for educational materials. They have also developed a detailed "how to" program guide, slide sets, and fact sheet templates suitable for adapting to local circumstances. Published by the University of Connecticut Cooperative Extension Service.

Know Your Watershed Publications

These publications are are part of the Know Your Watershed series, published by the Conservation Technology Information Center (CTIC).

Building Local Partnerships, A Guide for Watershed Partnerships

This document describes who should be included, how to attain goals, and how to identify and resolve obstacles.

Getting to Know Your Local Watershed, A Guide for Watershed Partnerships

It describes what a watershed is, why are they important and how to understand your watershed.

Leading and communicating, A Guide for Watershed Partnerships

It provides information on how to be an effective leader, how to create constructive communication skills, and how to conduct effective meetings.

Managing Conflict, A Guide for Watershed Partnerships, A Guide for Watershed Partnerships

It describes how to understand conflict and gives five steps to managing conflict.

Putting Together a Watershed Management Plan, A Guide for Watershed Partnerships

This details the three steps to putting together a plan: Challenges and Objectives, Developing the Plan, and Implementing and Evaluating.

Reflecting on Lakes, A Guide for Watershed Partnerships

It provides information on understanding the lake-watershed link, the in-lake environment, and on what threatens a lake.

Groundwater and Surface Water: Understanding Interaction, A Guide for Watershed Partnerships

This provides an understanding of groundwater, how groundwater and surface water connects, threats to groundwater, and how to manage groundwater.

Understanding Your Watershed (Monitoring)

Linking Water Quality Trends with Land Treatment Trends

This publication outlines the development of effective monitoring designs and describes the land treatment and water quality monitoring needs to link water quality and land treatment. RCWP Technology Transfer Fact Sheet No. 10, North Carolina Cooperative Extension Service, 1995.

Identifying and Documenting a Water Quality Problem

This publication gives lessons learned about identifying and documenting a water quality problem from the results of the Rural Clean Water Program experience. RCWP Technology Transfer Fact Sheet No. 4, North Carolina Cooperative Extension Service, 1995.

Environmental Indicators of Water Quality in the United States

This report describes the eighteen indicators that the EPA believes measures the progress of water quality. The indicators present information on status or trends in the state of the environment, they can measure pressures or stressors that degrade environmental quality, and they can evaluate society's responses aimed at improving environmental conditions. Some of the indicators are: population served by community drinking water systems violating health-based requirements or served by unfiltered surface water systems at risk from microbiological pollution or served by systems exceeding lead action levels, source water protection, fish consumption advisories and surface water pollutants. U.S. Environmental Protection Agency, Office of Water, EPA 841-R-96-002, 1996.

Section 319 National Monitoring Program: An Overview

This publication provides an overview of why this program was developed and how projects were selected. A description of the eleven projects is also included. Authors: Osmond, D.L., D.E. Line, and J. Spooner, NCSU Water Quality Group, Biological and Agricultural Engineering Department, North Carolina State

University, 1995.

A Citizen's Guide to Coastal Watershed Surveys

This guide was developed to aid Maine's volunteers in understanding pollution, design and conduct surveys for pollution runoff and to use information on how to eliminate sources of pollution. Published by the Maine Department of Environmental Protection, 1996.

A Citizen's Guide to Lake Watershed Surveys: How to conduct a Nonpoint source Phosphorus Survey

This guide was developed to aid Maine's volunteers in watershed surveys. It gives background and technical information about pollution, contains steps to organize and design a survey, and contains step-by-step instructions in conducting a survey. Published by the Maine Department of Environmental Protection, 1997

Save Our Streams: Volunteer Trainer's Handbook

This handbook was designed for a trainer in creating, organizing, and running a Save Our Streams project. Also provides project ideas and management techniques from other volunteers, trainers, and regional coordinators. Author: Firehock, Karen, Izaak Walton League of America, Inc. 1994.

Hands On Save Our Streams: To Save Our Streams Teacher's Manual

This handbook was designed for teachers of grades one through twelve. It has various lessons to give students a hands-on opportunity to learn about rivers and streams. Author: Firehock, Karen, Izaak Walton League of America, Inc. 1995.

Action Guide, Give Water a Hand: A Youth Program for Environmental Action

This book gives steps to create an action plan for water management. It is aimed at youth education. It contains checklists (school, home, community, and farm) to determine their influences on water quality. Published by the University of Wisconsin Extension Service, 1996.

Handbook on Drinking Water Quality

This booklet was produced for the customers of the Fort Wayne City Utilities to inform them about some of the measures of water quality. Published by Fort Wayne City Utilities, 1996.

Streamwalk Manual

A monitoring checklist for people who are interested in learning more about their streams and rivers. Areas looked at include water clarity, water flow, stream channel cross-section shape, stream bottom, riparian zone, debris, and fish. This manual was designed for people to collect data and send to the EPA who then keeps the information in a database. This manual is a good starting place to develop a local monitoring team. U.S. Environmental Protection Agency, Region 10 Water Division, EPA 910-B-94-002, 1994.

Texas Watch: Manual for Conducting a Watershed Land Use Survey

This Publication will equip a group with the ability to survey a stream or watershed and make a record of its history, geography, land use, water use, and pollution sources. This guide gives information to locate probable pollution sources, where to get maps and how to read them, and what to look for when exploring the watershed. Published by the Texas Natural Resource Conservation Commission, 1997.

Watershed Owner's Streamwalk Guide

This guide is designed to help people interested in water quality learn more about their local streams and how human use of the water and surrounding land affects that quality. You will learn about water quality issues, how to read a topographic maps, how to map your watershed, how land use affects water quality, and what signs to look for in your stream that can alert you to water quality problems. Published by the Texas Natural Resource Conservation Commission Nonpoint Source Program Team, 1996.

Stream Visual Assessment Protocol

This document presents an easy-to-use assessment protocol to evaluate the condition of aquatic ecosystems associated with streams. It is based primarily on physical conditions within the area. This is intended to be conducted with the landowner, therefore includes informational questions to be used by the surveyor. Fifteen items are surveyed and given a score, the overall score then indicates the condition of the water. Published by the Natural Resources Conservation Service, National Water and Climate Center Technical Note 99-1, 1998.

State/Regional Management

Contributions and Successes of The Rural Clean Water Program

Overview of the contributions and successes of the RCWP in Delaware, Florida, Idaho, Nebraska, Oregon, and Vermont. RCWP Technology Transfer Fact Sheet No. 1, North Carolina Cooperative Extension Service, 1995.

Statewide Watershed Management Facilitation

Many states have decided to create statewide watershed management frameworks or redo existing water programs. Many have undergone this process with expert facilitation assistance from the EPA. This guide details this process. Part I of the document describes the facilitation process and Part II summarizes the experiences of 13 states in development and implementation. The experiences of the states include a timeline of when items were completed or when they are expected to be completed. U.S. Environmental Protection Agency, Office of Water, EPA 841-R-97-011, 1997.

Selecting Priority Nonpoint Source Projects: You Better Shop Around

This guide presents six case studies of how states (IL, OH, NY, NM, RI, and CO) have identified their priorities for managing nonpoint source pollution. These case studies are intended to help water quality managers to develop or refine their own process. The following criteria were used when deciding which studies to document: severity or threat of impairment, public value of the water body, resolvability of nonpoint source pollution impairment, and availability and quality of assessment information. U.S. Environmental Protection Agency, EPA 506/2-89/003, 1989.

Watershed Approach Framework

This publication explains the EPA's vision for watershed approaches. Local, state, tribal, and EPA experiences in implementing these guiding principles are detailed throughout the publication. The four key elements of the approach. They are stakeholder involvement, geographic management units, coordinated management activities, and a management schedule. U.S. Environmental Protection Agency, Office of

Water, EPA 840-S-96-001, 1996.

State Source Water Assessment and Protection Programs Guidance

This publication was developed to provide guidance for state Source Water Assessment programs. Includes an overview of how source water assessment and protection integrates with other programs and how other EPA and federal programs can assist. U.S. Environmental Protection Agency, Office of Water, EPA 816-

Design and Restoration

A Citizen's Streambank Restoration Handbook

This handbook provides alternatives to traditional methods of channelization and promotes environmentally sound, cost-effective techniques for streambank restoration. Authors: Firehock, Karen and Doherty J., Izaak Walton League of America, Inc. 1995.

Stewards for Our Streams: Buffer Strip Design, Establishment, and Maintenance

This publication discusses how to design, plant, and maintain a multi-species buffer strip. Also listed are the various types of vegetation that are effective buffer strips. Published by the Iowa State University Extension, Pm-1626b, 1996.

Systems of Best Management Practices for Controlling Agricultural Nonpoint Source Pollution

This publication discusses various best management practices and their effectiveness. RCWP Technology Transfer Fact Sheet No. 6, North Carolina Cooperative Extension Service, 1995.

Fundamentals of Urban Runoff Management: Technical and Institutional Issues

This manual provides technical information and offers an in-depth discussion of institutional issues. Part I presents the fundamentals of urban runoff hydrology and the impacts of urban land use, some topics are: hydrologic impacts, water quality impacts, sediment monitoring, and erosion prevention. Part II presents guidance on the various types of runoff control measures and practices available, some topics are: government strategies for urban runoff, site planning and other nonstructural management practices, and watershed management. Also in this section are nonstructural strategies and practices. Published by the Terrene Institute, 1994.

Rapid Watershed Planning Handbook: A Comprehensive Guide for Managing Urbanizing Watersheds,

The handbook is divided into four parts: 1) "Nuts and bolts" with an emphasis on practical techniques to develop a plan and a review of major tools to use to protect urban watersheds, 2) Methods to design a cost effective plan, 3) Discusses the process of developing a real sub-watershed plan, and 4) Details on how budgeting, model selection, monitoring methods, and economics. Published by the Center for Watershed Protection, October, 1998.

A Watershed Approach to Urban Runoff: Handbook for Decisionmakers, This book focuses on a watershed management approach to urban runoff. The first 3 chapters describe what a watershed is, the factors that affect its health, what a watershed management plan should be made up of, and technical tools. Technical tools described include geographical information systems, equations for pollutant loadings and rules for sizing water control structures. The final chapter discusses, through a series of fact sheets, nonstructural and structural BMPs. Nonstructural BMPs include education, site planning, zoning, street sweeping, and riparian areas. Structural BMPs include wet and dry detention basins, artificial wetlands, water quality inlets, oil/grease trap catch basins, infiltration practices, vegetative practices, and erosion and sediment control practices during construction. Published by the Terrene Institute, 1996.

Agriculture & Watershed Protection

Critical Areas in Agricultural Nonpoint Source Pollution Control Projects

This publication gives several methods to designate critical areas for a nonpoint source pollution control project, proper identification, prioritization, and treatment of areas that are needed to improve results of nonpoint source projects. RCWP Technology Transfer Fact Sheet No. 5, North Carolina Cooperative Extension Service, 1995.

Selecting an Agricultural Water Quality Project

Discusses factors that should be considered when selecting a project to ensure the best use of financial resources. RCWP Technology Transfer Fact Sheet No. 3, North Carolina Cooperative Extension Service, 1995.

The Role of Information and Education in Agricultural Nonpoint Source Pollution Control Projects

This document discusses the importance of information and education for producer participation, the role of information and education in the community, and the role of information and education activities for educating children. RCWP Technology Transfer Fact Sheet No. 7, North Carolina Cooperative Extension Service, 1995.

Monitoring Land Treatment in Agricultural Nonpoint Source Pollution Control Projects

This publication discusses the procedure and needs to develop, implement, and monitor land treatments for nonpoint source pollution projects. RCWP Technology Transfer Fact Sheet No. 9, North Carolina Cooperative Extension Service, 1995.

Watershed Management Above Drinking Water Reservoirs

This publication details the rights and obligations of Missouri's cities, pesticides and their effects on health, best management practices for reducing pesticide runoff from agricultural fields, and sample collecting. Also includes Missouri University publications: *Sprayer and Granular Applications, Choosing Terrace Systems, Operating and Maintaining Grassed Outlet Terrace Systems, Designing and Maintaining Grassed Waterways, Estimating Peak Rates of Runoff From Small Watersheds,* and *Pesticides and the Environment.* Published by University Extension, University of Missouri and Lincoln University.

Farmer Participation in Solving the Nonpoint Source Pollution Problem

This publication discusses economic, information and education programs, environmental concerns, and community support. Also discussed are factors that influence a producer's participation. RCWP Technology Transfer Fact Sheet No. 8, North Carolina Cooperative Extension Service, 1995.